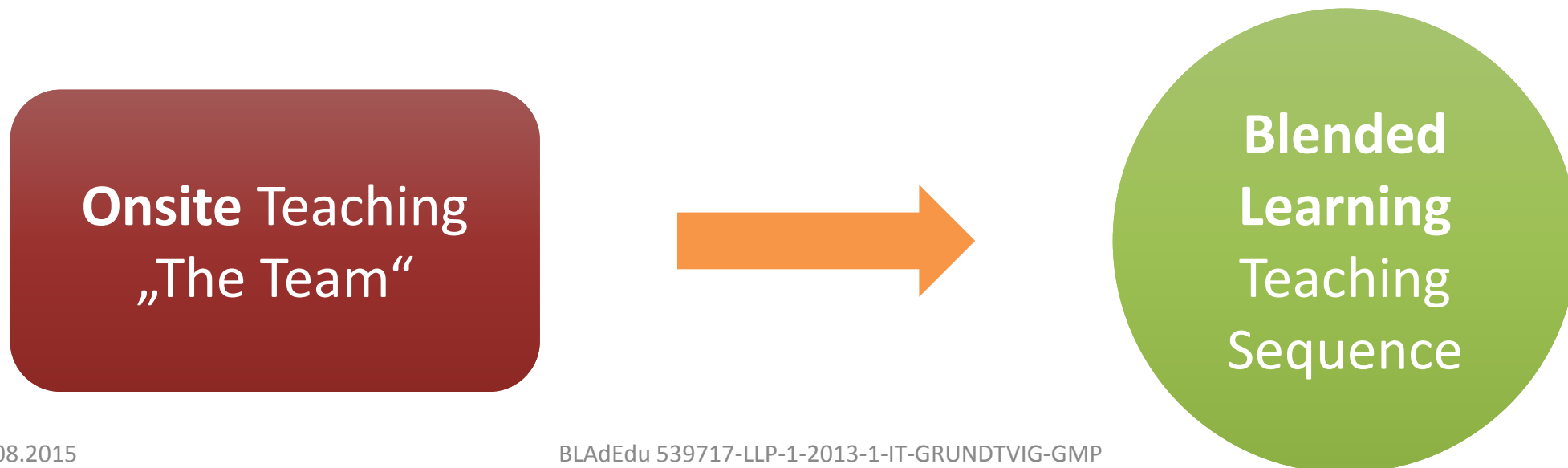# Blended Learning in Learner-centered Environments
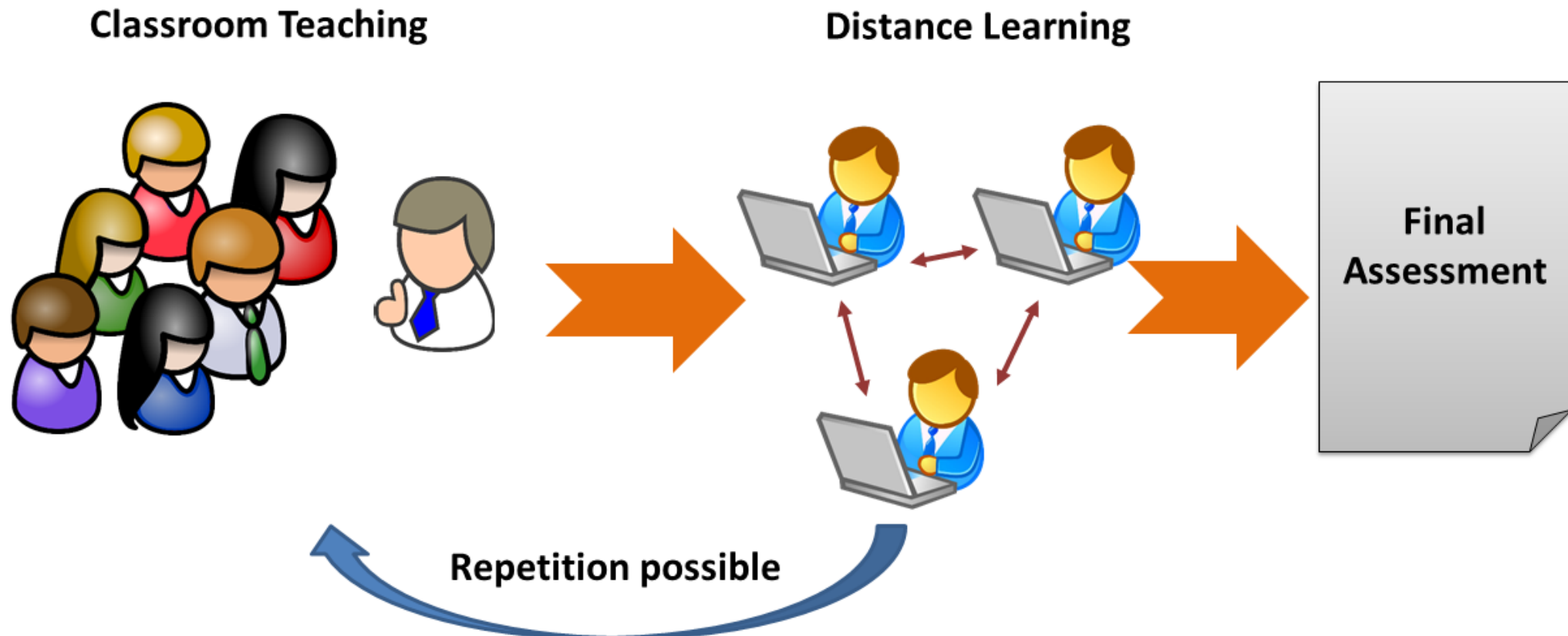# A Case Study

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The Aim of the Case Study

- Transfer of onsite teaching to a Blended Learning sequence

- Implementation of that Blended Learning sequence using the quality framework developed in the BladEdu Project

- Pedagogical access by learner-centered teaching

Onsite Teaching „The Team"

→

Blended Learning Teaching Sequence

Our Understanding of Blended Learning

Classroom Teaching

Distance Learning

Final Assessment

Repetition possible

Terms (from Literature)

- **Learner-Centered Teaching** (Maryellen Weimer, 2012)
  - Engages students in the hard and messy work of learning
  - Includes explicit skill instruction
  - Encourages students to reflect on what they are learning and how they are learning it
  - Motivates students by giving them some control over learning processes
  - Encourages collaboration
- **Blended Learning** (Clayton Christensen Institute)
  - Minimum one part through online learning (student control over time, place, path and pace)
  - Minimum one part in a supervised brick-and-mortar location away from home
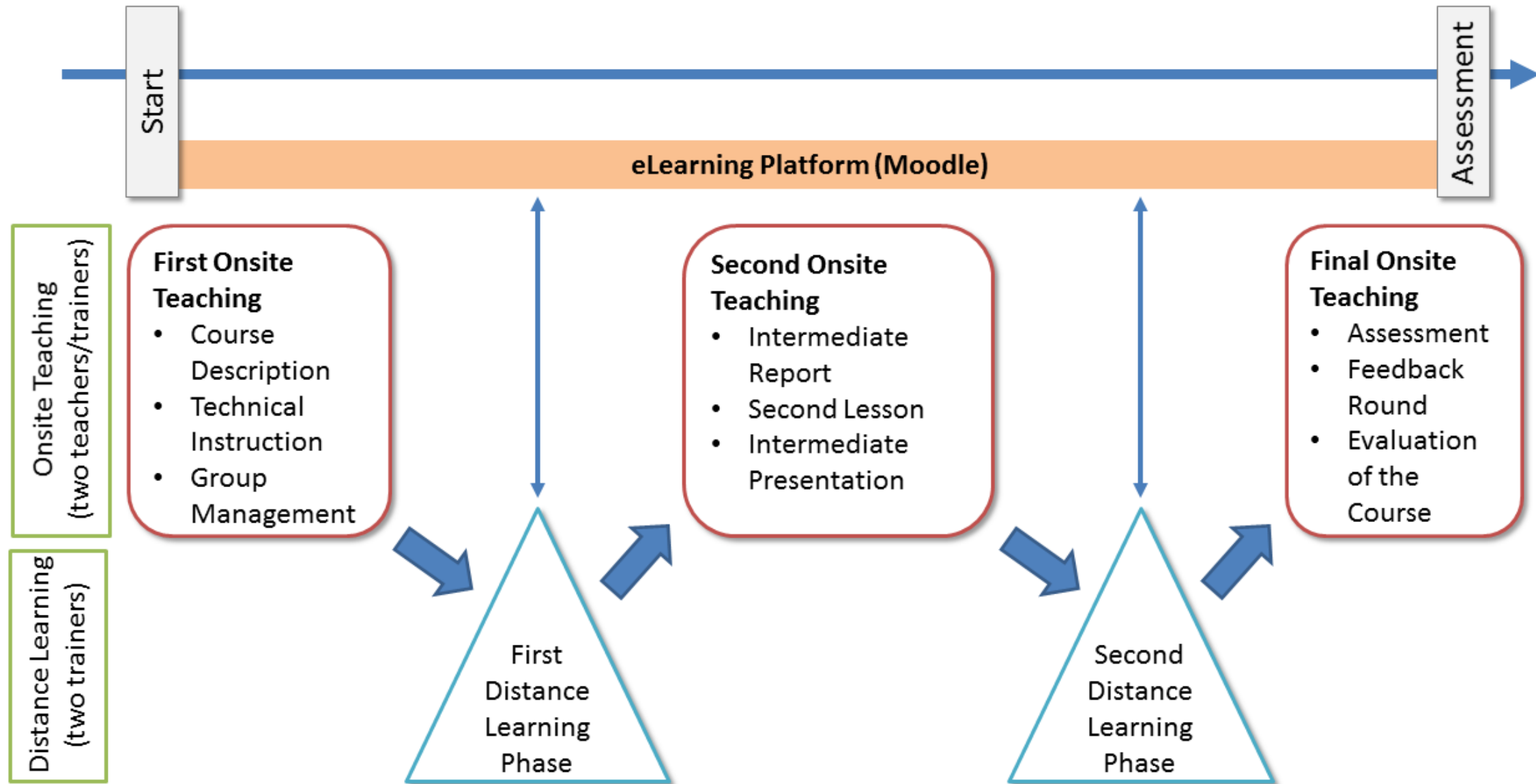
Conceptual Overview

Quality Framework

Quality Assurance

Learner-Centered Access — Pedagogical Access
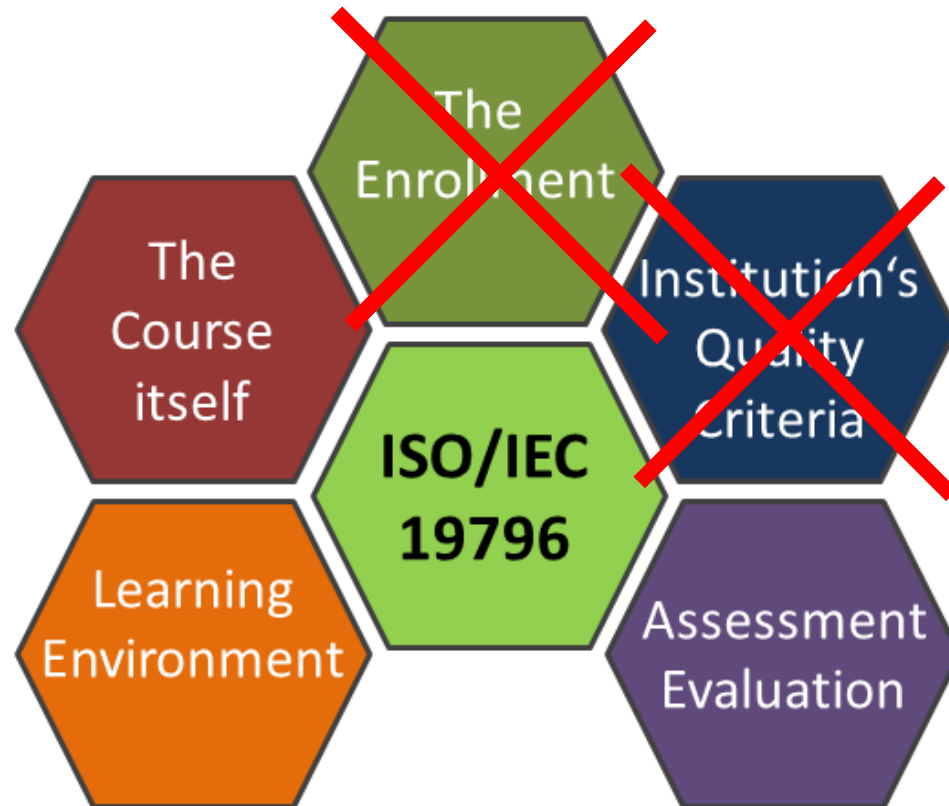
Blended Learning — Teaching Method
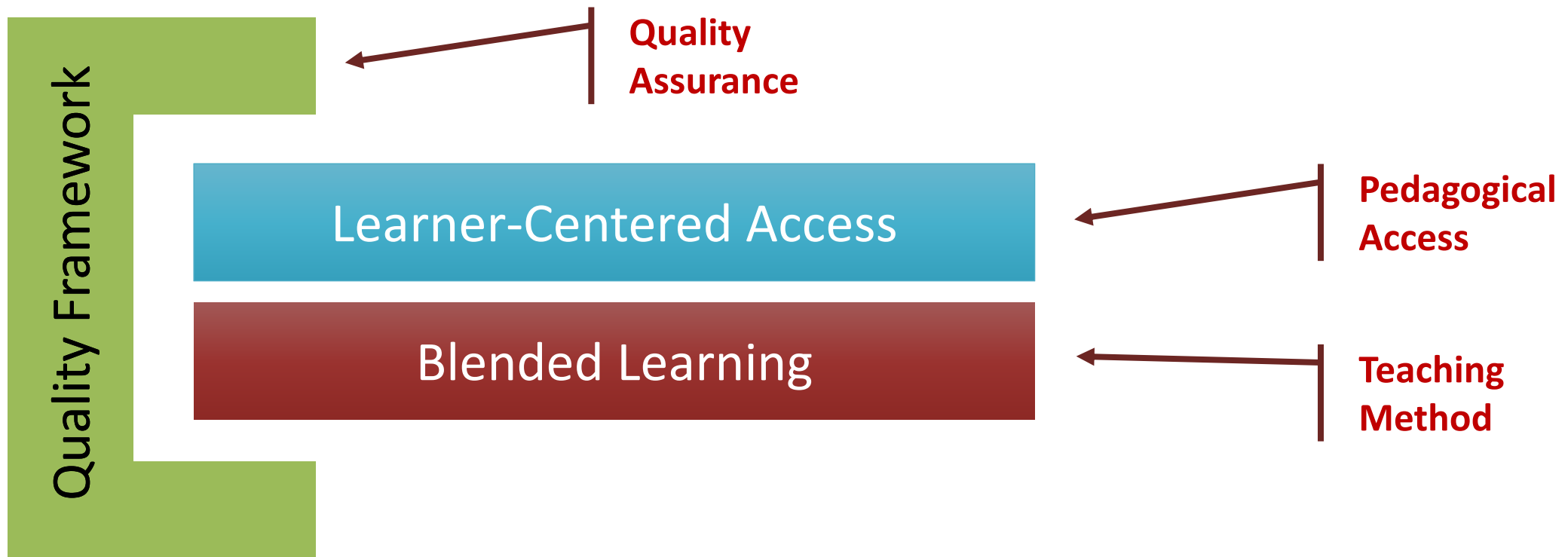
Environment of the Study

- **Students**
  High School (between 14 and 15 years old)

- **Subject**
  Presentation Techniques and Project Management

- **Learning Sequence Topic**
  The Team

- **Used eLearning Platform**
  Moodle (2.9)

Methodology

The used Quality Framework

Selected Quality Criteria

- Use of **ICT**

- Description | Definition | **Information**

- Student support („**tutorial support**")

- **Assessment** (Definition & Description, group work, peer evaluation)

- **Evaluation** of the course

Findings: About Blended Learning

- Students appreciate the Blended Learning as a method
    - Learn together, not alone, and
    - Create an added value from the active learning
- On the other hand, they refuse to participate at such a learning sequence again.
- This kind of learning needs a higher level of students' engagement and forces them to do more than in pure classroom teaching.

Findings: Use of ICT

- Students did not estimate a high level of ICT knowledge necessary for the Blended Learning.

- They estimated their own knowledge as sufficient.

- Teachers evaluated the ICT knowledge as average and not as excellent.
  - That was relevant during the online learning.
  - That was evident at the final assessment.

- **The role of ICT** in Blended Learning must be **closer investigated** and **researched** (and defined for Blended Learning courses)

Findings: The Course Structure

- The learning sequence was structured linear by a quite simple step-by-step structure

- Students specified the structure of the course as not well structured.

- They found the description of the course not detailed enough.

- These facts may be explained with the youth of the students.

- Donnelly, Aycock and others mention a **certain level of maturity** of the "Blended Learner"

Contact & Information

BladEdu Project: http://www.blendedlearning-quality.net

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